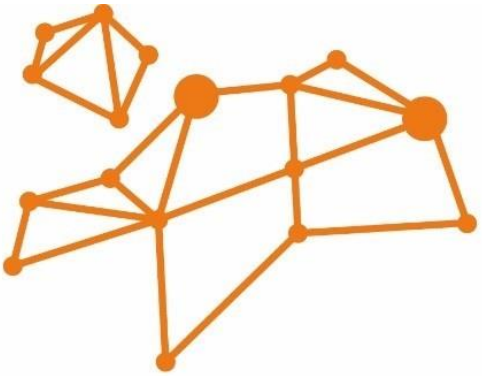

CaBan

The CaBan Mentor Handbook

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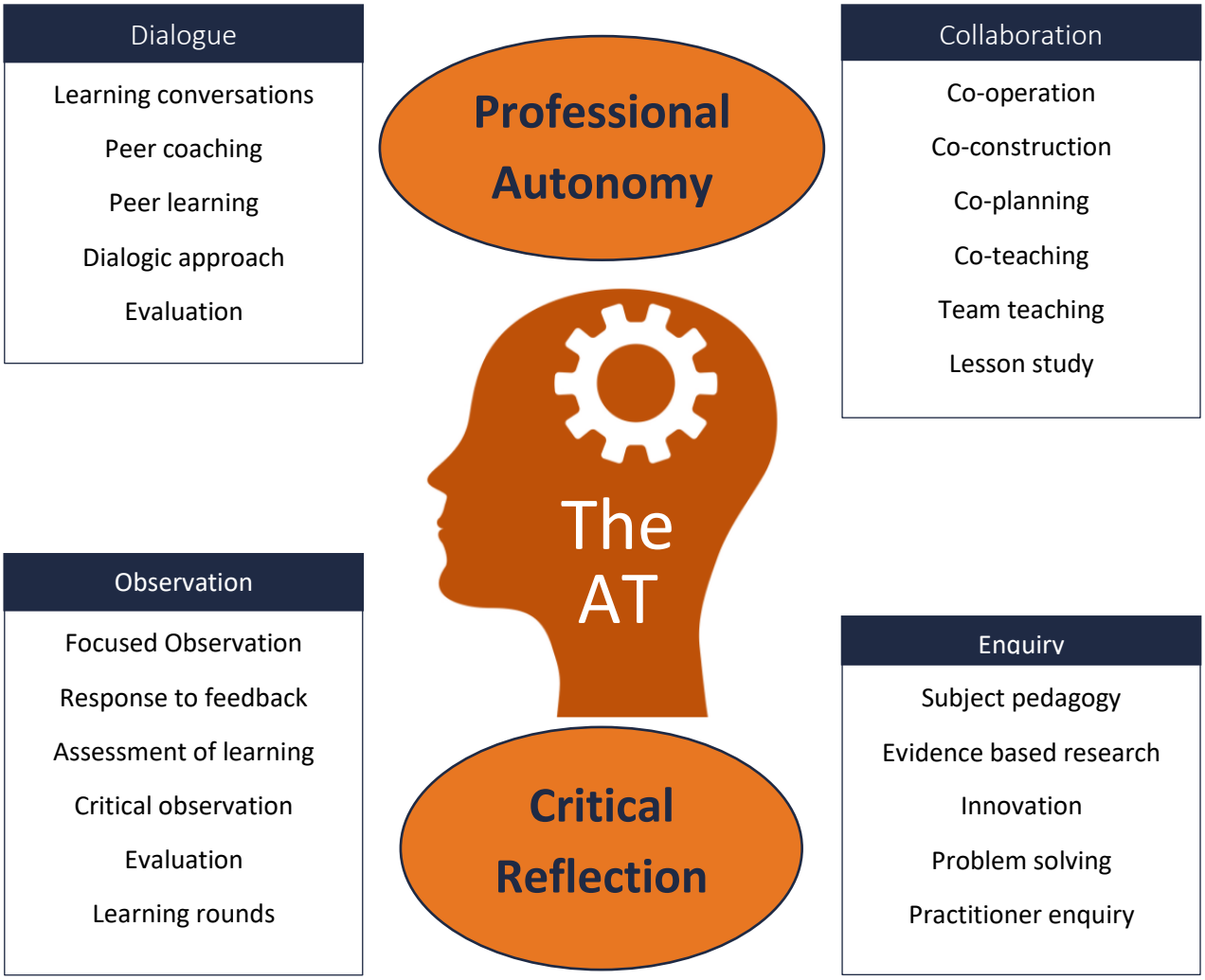
The CaBan Vision of Mentoring

Expert mentoring is central to the success of CaBan's vision of growing tomorrow's teachers together.

CaBan's vision for mentoring is dialogic at heart and focuses on enhancing Associate Teachers' learning to teach. Effective mentoring is a two way process which develops a reflective approach to learning.

How the Associate Teacher (AT) Learns



Whole School Approach to Mentoring

CaBan Mentors will be a catalyst for change in the need to establish a culture of professional learning in schools, to further integrate ITE in schools and to develop Associate Teachers into the excellent teachers of tomorrow. Strategic support from senior leaders is fundamental to effective mentoring concerning: (i) the recognition of the value of professional learning; (ii) the positive impact of strong mentors on teaching practice, learners' experiences and outcomes; (iii) the growth of leadership potential.

The whole school approach involves strategic leadership input and must be supported by the school's governing body. The regional school improvement services will discuss and monitor mentor development as part of their termly visits and the details of this will be included in the region's on-line monitoring software (G6). In addition to leadership support of mentoring, all members of the school community need to be committed to the positive experience of the Associate Teachers. All members of staff have an impact on the development of ATs, including both teaching and non-teaching staff.

Mentors will be strategically identified and appointed by senior school leaders. The mentors must possess the qualities and skills as identified in CaBan's Core Roles (detailed below) to fulfil the expectations of the role (Role of the Mentor) using the suggested selection process from the Mentor QA Framework (Appendix A and Appendix B). Drawing upon existing literature, it is possible to identify a number of core mentor roles and skills (e.g. Furlong 2009; WG, 2014; Estyn, 2018) which emphasis ATs' progress rather than the administrative aspects of the role.

The term mentoring describes "the support given by one (usually more experienced) person for the growth and learning of another, and for their integration into and acceptance by a specific community" (Malderez 2001).

"In a dynamic and reciprocal relationship, the mentor facilitates the development of the ATs as s/he grows from novice to full practitioner, nurturing and challenging through a full range of responsibilities, thus linking theory to practice. The mentoring role is developmental and only by engaging in it can it be learned. Just as the mentor nurtures the AT, the mentor should be nurtured and supported" (Punter 2007).

CaBan's Mentor Core Roles

CaBan's vision of the mentor is encompassed in the **Mentor Core Roles** which are aligned with the Professional Standards for Teaching and Leadership (Appendix C) abut also acknowledge the multi-faceted role of the mentor as follows:

- **Reflective Practitioner**: reflection, critical thinking and evaluation
- **Supporter**: dynamic and holistic; positive, supporting and challenging; developmental and incremental professional learning process
- **Teacher Educator**: pedagogy of ITE, subject knowledge, subject pedagogy
- **Role Model**: subject knowledge, subject pedagogy, professional values, beliefs and behaviours, continuous professional learning
- **Acculturator**: inducting and supporting mentees into the culture
- **Assessor**: positive formative and summative assessment of ATs; balancing the role; negating tensions between assessing and supporting; critical friend
- **Collaborator**: using the expertise of peers, mentors, teachers, professionals to support the development of the ATs
- **Advocator**: nurturing potential and providing further opportunities
- **Researcher**: producers and consumers of research; close to practice research; innovation and risk taking; critical understanding of effective evidence based practice and of current educational developments in Wales
- **Leader**: showing leadership qualities at varying levels

In order to support the CaBan Mentors in their development, CaBan has devised a Mentor Skills Framework which allows mentors to self-evaluate against a set of Skills that indicate 'foundation' and 'sustained highly effective practice' aspects of the role. Each of the Skills above are explored and an indication of where they would be evidenced is provided (Appendix D). In addition, a self-evaluation tool has been generated from the Skills for Mentors and Principal / Lead Network Mentors to use to evaluate professional learning needs (Appendix E).

CaBan's Mentor Development Programme

CaBan has a comprehensive development programme to support mentoring at all levels. The programme has been co-constructed by HEI and schools which will be led by experienced and effective mentors with the support of University Link Tutor Tutors and will run throughout the year in Networks. Mentor development sessions will be held every half term. Some of the sessions are compulsory, whilst others will be generated from the needs of the Network and will therefore be voluntary (Appendix D).

CaBan Mentoring Expectations

The Class/Subject Mentor will:

- introduce the AT to the staff and culture of the school;
- provide a flexible timetable, that can be altered as the autonomy of the AT increases;
- differentiate their approach, depending on the needs and stage of development of the AT;
- co-construct, co-plan and team teach with the AT as appropriate, to facilitate and model good practice;
- meet weekly with the AT in an allocated time slot (usually a lesson), to discuss and support progress;
- observe the AT teaching and provide relevant feedback;
- set targets weekly with the AT in line with the Pedagogy Assessment Forms to support development;
- liaise with other staff supporting the AT including form tutors and subject teachers at secondary level;
- organise a programme for the AT to observe other lessons as relevant and required by the CaBan programme;
- complete formative and summative assessments of the AT including the writing of an end of school experience report on the AT's progress using the PSTL as backdrop;
- monitor the AT's use of the Professional Learning Passport.
- liaise with the HEI and Principal Mentor (PM) regarding the progress of the AT and report any concerns as appropriate.

The Principal Mentor will:

- meet the ATs in the school weekly to discuss progress and generic matters;
- devise a programme of induction to the school as appropriate and in line with CaBan requirements;
- organise observations of lessons for the ATs as appropriate;
- observe the mentors working with the ATs and provide feedback as part of the QA programme;
- Provide mentor training for their own school mentors in collaboration with the Network Lead Mentors (NLM);
- provide pastoral support for the ATs in the school;
- liaise with the HEI and NLM regarding the progress of the ATs in the school.

The Network Lead Mentor will:

- host Lead School days, either presenting or liaising closely with the presenters for the relevant sessions;
- host AoLE days as appropriate;
- QA the work of the Principal Mentors (PMs);
- organise the Mentor Development Programme in collaboration with UTL;
- liaise with PMs, mentors and ATs in the Network to support the progress of the ATs;
- QA the assessment of ATs including the summative reports.

The Associate Teacher will:

- understand the process of being mentored and how to be a good mentee;

- be ready to be mentored through a positive attitude to being mentored and an awareness of the aspects of mentoring particular to CaBan;
- prepare for mentor meetings by completing relevant documentation beforehand;
- complete lesson plans in advance, so that the mentors or teachers may offer feedback;
- complete all online (The Professional Learning Passport) documentation and share with the mentor;
- complete their Professional Journal regularly and share with the mentor;
- ensure that all staff involved with them have access to the journal as appropriate to complete lesson feedback;
- respond in a professional manner and act upon feedback offered and work towards targets;
- review their School Experience Reports with the mentors.

The Role of the Mentor

Mentors will be responsible for establishing a **supportive** relationship with the Associate Teacher including:

- inducting mentees into the **culture** of teaching;
- clarifying roles, responsibilities and the mentor/mentee relationship to eliminate potential for misunderstanding;
- encouraging personal **reflection** and self-appraisal;
- supervising through constructive feedback and listening.

Supporting effective classroom practice in the AT:

- taking on the role of **teacher educator**, including developing ATs' subject knowledge and developing pedagogy through **role modelling** visible aspects of how to be a teacher;
- facilitating opportunities for relevant professional learning, involving others **collaborating** with colleagues; planning for specialist contribution/experience;

Developing their role as **Teacher Educator**:

- Curriculum understanding;
- Identify learning processes;
- Set short and long term goals for teaching and learning;
- Analyse and appraise the performance of the AT;
- Monitor learner progress;
- Co-constructing lessons;
- Negotiate appropriate teaching strategies.

Monitoring and Assessing the AT **(assessor)**:

- Identifying criteria with the AT for effective classroom practice;
- Compiling a profile of the AT;
- Applying standards to the AT's work.
- Providing breadth of experience for the AT **(collaborator and advocator)**:
- Involving other colleagues;
- Co-ordinating the contributions of others;
- Plan and support specialist contribution;

- Establishing contacts with other agencies.

Features of the mentor relationship; responsibilities of the mentor:

- Develop the induction phase and make decisions about positive working relations;
- Be aware of and manage the conflict of **assessing** and **supporting** simultaneously;
- Manage the changing relationship – the AT should become less dependent and the relationship should become more collaborative;
- Devise and manage the changing timetable of the AT;
- Co-plan, co-deliver and co-review lessons or parts of lessons with the AT;
- Observe lessons delivered by the AT and offer constructive feedback;
- Facilitate focused observations and follow up for the AT within the school or department;
- Conduct Lesson Study with the AT;
- Assess the AT against the PSTL and complete appropriate paperwork.

Personalising learning of the ATs

Mentors should devise a timetable that is flexible and adjusts in accordance with the skills and development of the AT, taking into account progression. The accreditation criteria states:

"*During the first period of school experience they should teach no more than a 30% timetable overall. During the final period of their school experience they should teach no more than a 75% timetable"* (please see School Experience Handbook).

The mentor, therefore, needs to devise a graduated timetable that builds with the AT's progression. It is important to note that not all ATs will start at the same point; some will have had more experience of being in the classroom than others: this needs to be taken into account. It is also important that the mentor includes observations and liaison with other members of staff in the timetable. An example of a flexible timetable is given below, where the green lessons are the lessons that are taught first (those are always the lessons of the mentor), moving to increasing the volume to include blue and then purple as the AT progresses (up to 30% of the week's lessons). Observations are in italic.

Secondary School Example

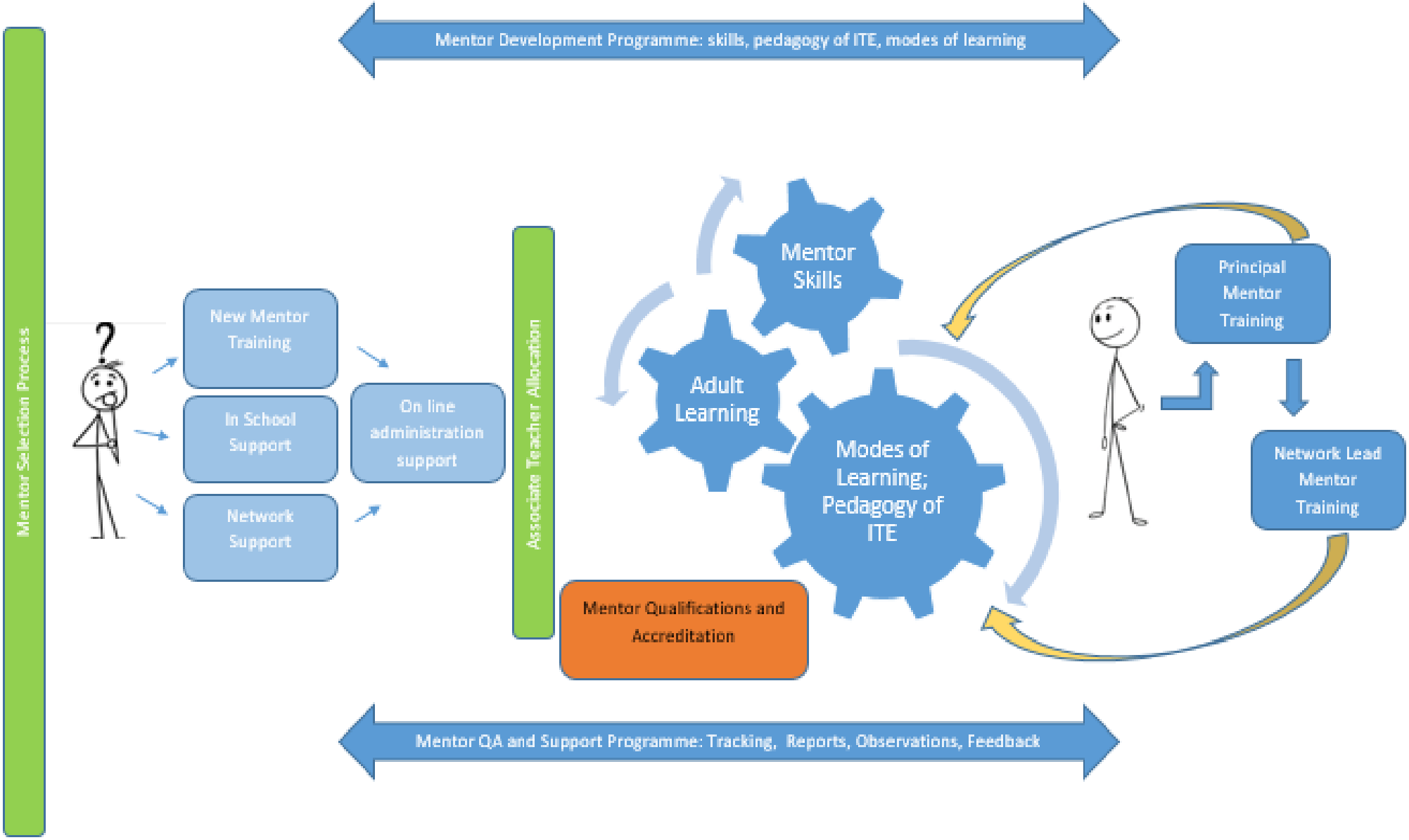
	1	2	3	4	5	6
Monday	Year 7 (mentor)	**Mentor Meeting**		Year 9		Year 10
Tuesday		Year 10	Year 7 (mentor)		Year 9	**Principal Mentor Meeting**
Wednesday	Year 9					
Thursday						
Friday	*Year 12*		Year 10		Year 7 (mentor)	

Primary School Example

Monday	**Mentor Meeting**	LLC	Humanities	
Tuesday	LLC	Mathematics & Numeracy	**Principal Mentor Meeting**	
Wednesday	LLC	Mathematics & Numeracy	Science & Technology	Science & Technology
Thursday				
Friday	Mathematics & Numeracy		*Health & Well-being*	

It is essential that a mentor meeting is scheduled and that this is the mentor's protected time. It is also good practice for the Principal Mentor to meet the school ATs once per week for approximately 30 minutes.

CaBan Mentor Pathway



CaBan Pedagogy of ITE

The CaBan Pedagogy of ITE is based on the integration and interrogation of theory and practice, where ATs develop within a community of practice which is committed to enquiry-based learning and a dialogic approach. CaBan's pedagogy is a combination of engagement with research, action, structured observation, reflection and analysis. It is based upon the belief that teaching is a moral and intellectual undertaking, where the promotion and development of the Welsh language and culture is central. It is underpinned by professional enquiry to develop ATs' capacity to innovate, to experiment with new techniques, and to rigorously evaluate their effectiveness. ATs will be taught how to identify problems in practice and to work collaboratively to find solutions, and to develop their professional identity. CaBan takes account of the AT's initial and developing beliefs, attitudes and values regarding teaching and learning and the individual nature of professional growth.

ATs, mentors and tutors will interact by partaking in various modes of reflection and professional learning.

Core Mentoring Skills and Modes of Professional Learning

Rationale

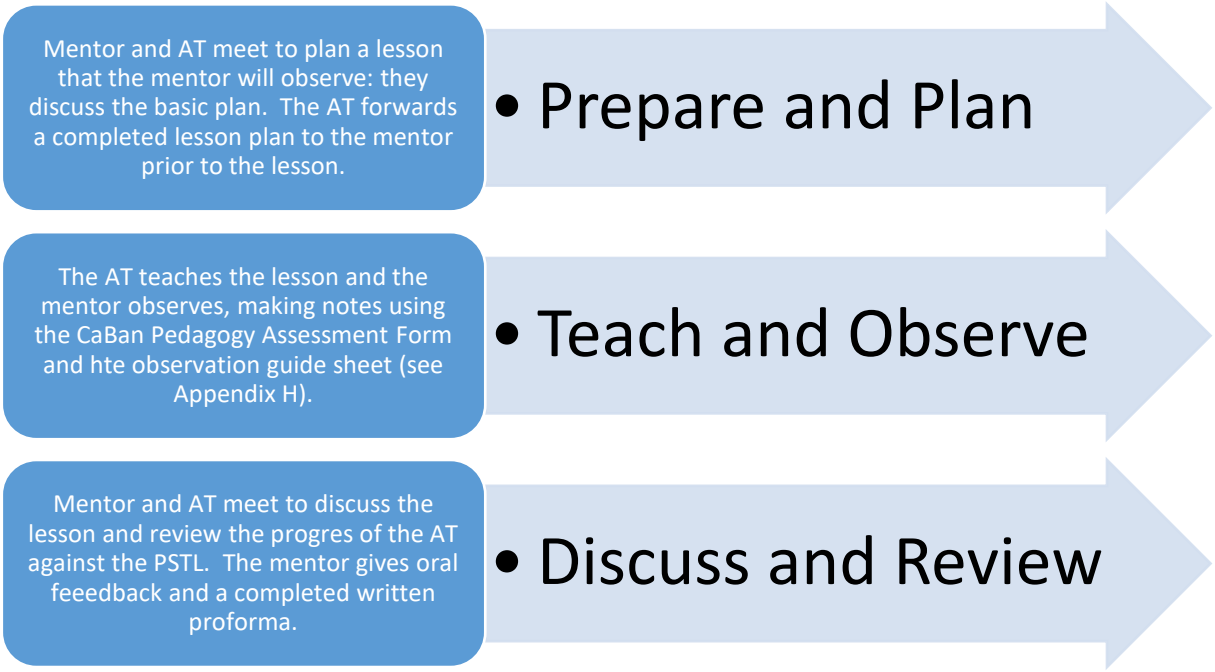
- To facilitate more effective professional learning by providing a coherent framework to follow, namely be a series of professional learning tasks the Associate Teacher (AT) and Mentor (where applicable) will complete collaboratively
- Ensure alignment of professional learning to the Professional Standards of Teaching and Leadership (PSTL), and provide evidence which can be uploaded to the AT's Professional Learning Passport (PLP)
- To promote a culture of inquiry, where close to practice research is embedded and is a key element of the programme
- To ensure continuous professional reflection and review of practice, pedagogy and how various learners learn
- To ensure an effective AT – Mentor relationship, characterised by continual interaction, collaboration and co-construction of professional knowledge, understanding and learning

A brief outline of these core mentoring skills and modes of professional learning can be found on the following pages. There is additional guidance for the mentor (see appendix H) when planning and preparing to observe the AT teaching, before, during and after the observed lesson.

These core mentoring skills and modes of professional learning is guided by CaBan's 'pedagogy position' paper, which can be found on the CaBan website. This to ensure that mentoring activities are based and aligned to this, working with the AT as an adult and professional learner to provide a personalised and appropriate environment and experience.

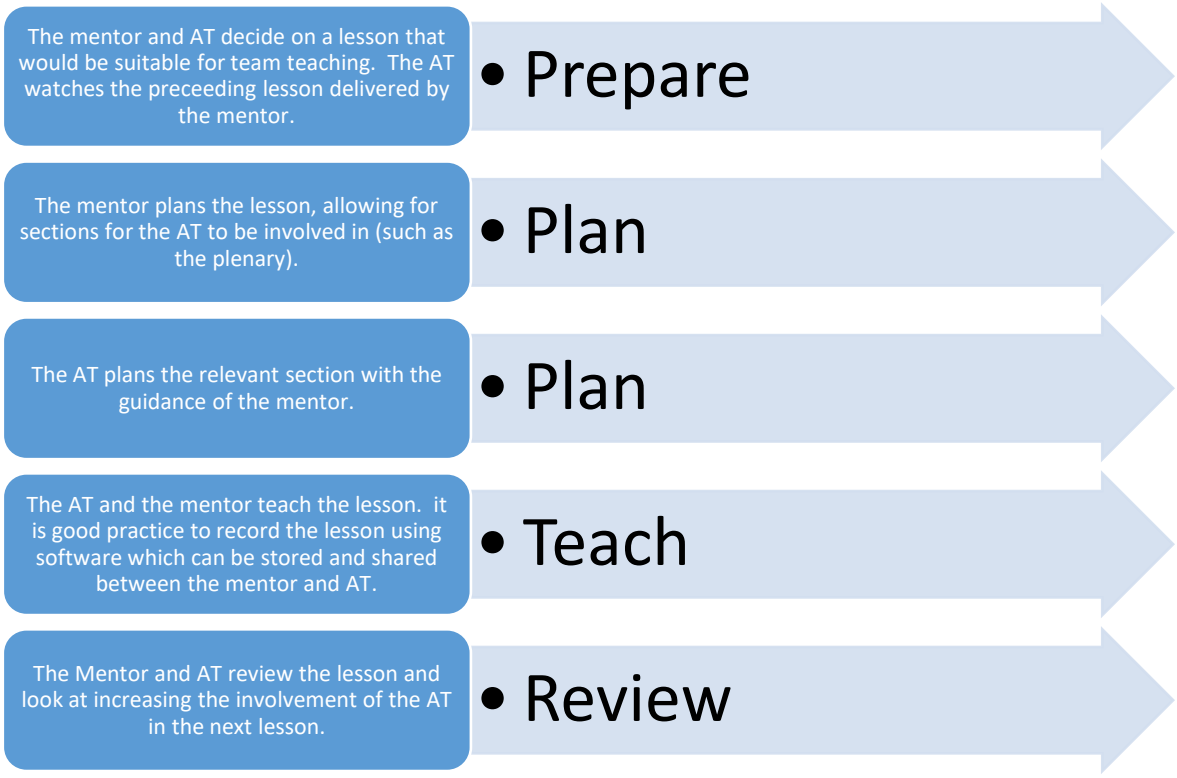
Core Professional Learning Mode: Lesson Observation

The AT and the mentor identify an appropriate lesson for the mentor to observe. They discuss the plan and the mentor observes the lesson using CaBan documentation. The mentor offers oral and written feedback following the lesson.



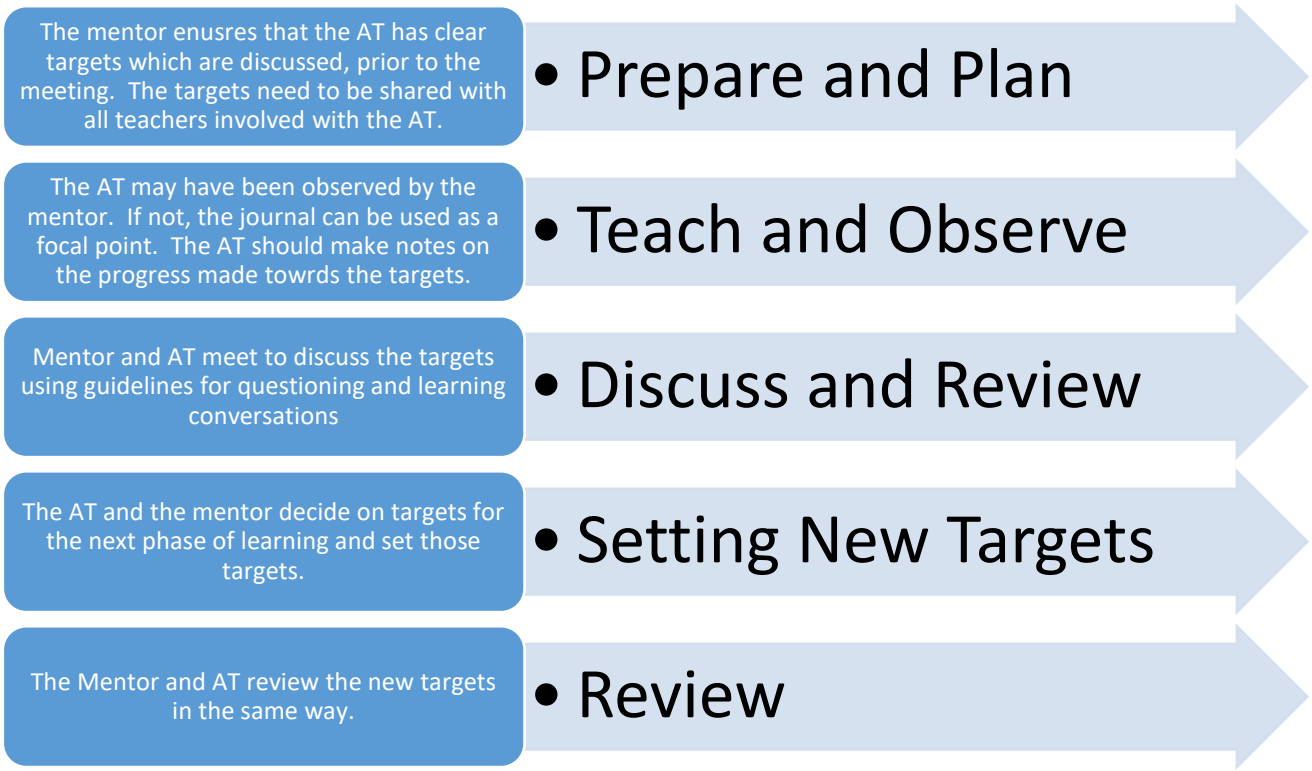
Core Professional Learning Mode: Team Teaching

The AT and the mentor decide on a lesson that they can teach together. The mentor plans most of the lesson and guides the AT in their contributions. The lesson is reviewed by the AT and the mentor.



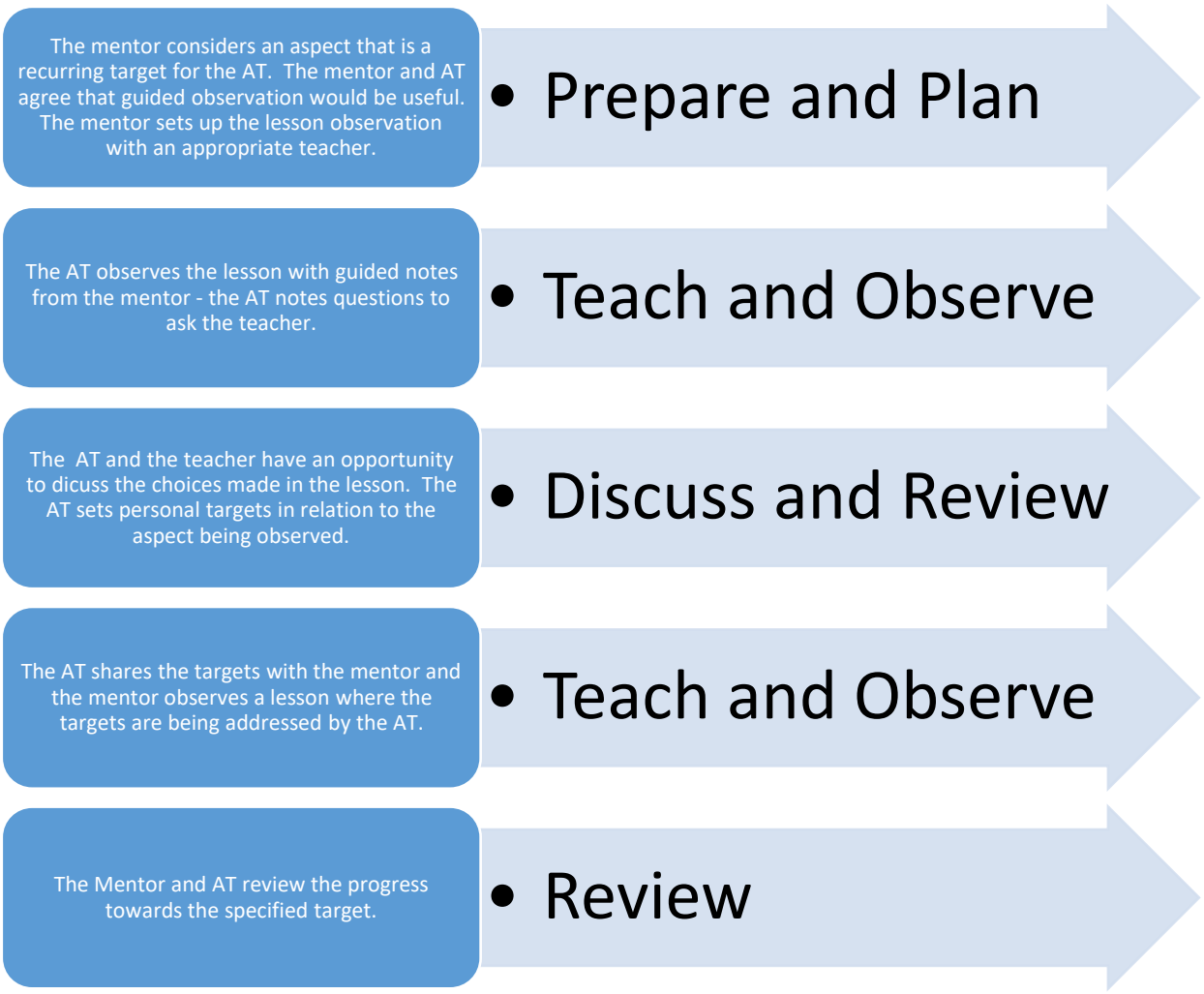
Core Professional Learning Mode: Learning Conversation

The AT and the mentor discuss progress against targets and objectives either following an observed lesson or in relation to progress since the last meeting and review



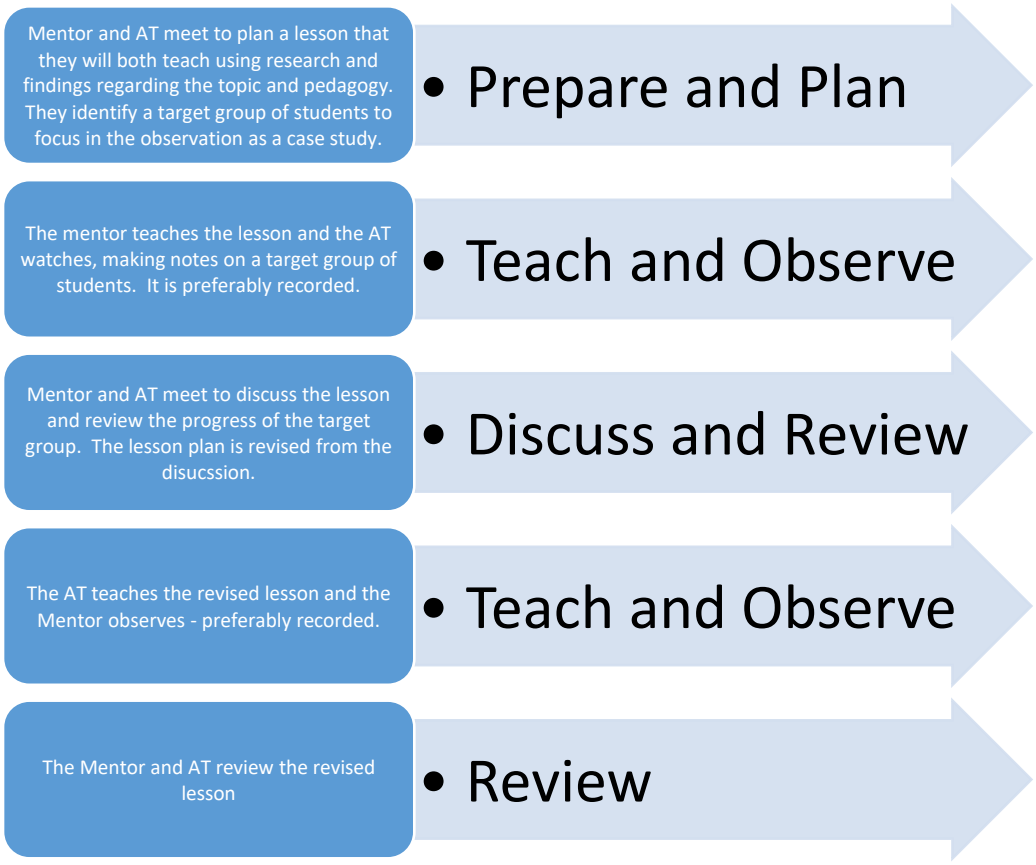
Core Professional Learning Mode: Guided Observation

Observing other practitioners is one effective approach to facilitate the AT's development and meet their targets. The mentor organises the observation and de-briefs the AT and identified teacher. The AT is provided with various observation schedules to use by the mentor. After the lesson, there is a discussion between the AT and teacher where the AT has the opportunity to question the teacher about choices made in relation to the lesson.



Professional Learning Mode: Lesson Study

The AT and the mentor Identify learners' learning and co-plan a lesson which will include strategies on how to meet the learning needs; they will choose 3 pupils as 'case studies' of different abilities; they will review the lesson.



The PGCE ATs will complete a lesson study as part of their first subject study assignment. BA year 1 ATs complete a partial lesson study with their mentors and submit their reflections to Blackboard.

Brief analysis of the process

- State the objective(s) of this lesson study. Provide a rationale which should be based upon learners' needs (provide data if possible) and reference to literature / evidenced based practice / resource that the intervention has been based upon;
- Details of the lesson content, profile of the learners with a further specific focus of the three identified learners (ensure confidentiality and anonymity);
- Description of the process.

Impact upon the learners

- Note any observed impact upon the identified learners' learning and behaviour. Refer to instances, examples of work (which could be in appendices);
- Note any observed impact upon other learners learning and behaviour within the class.

Impact upon practice

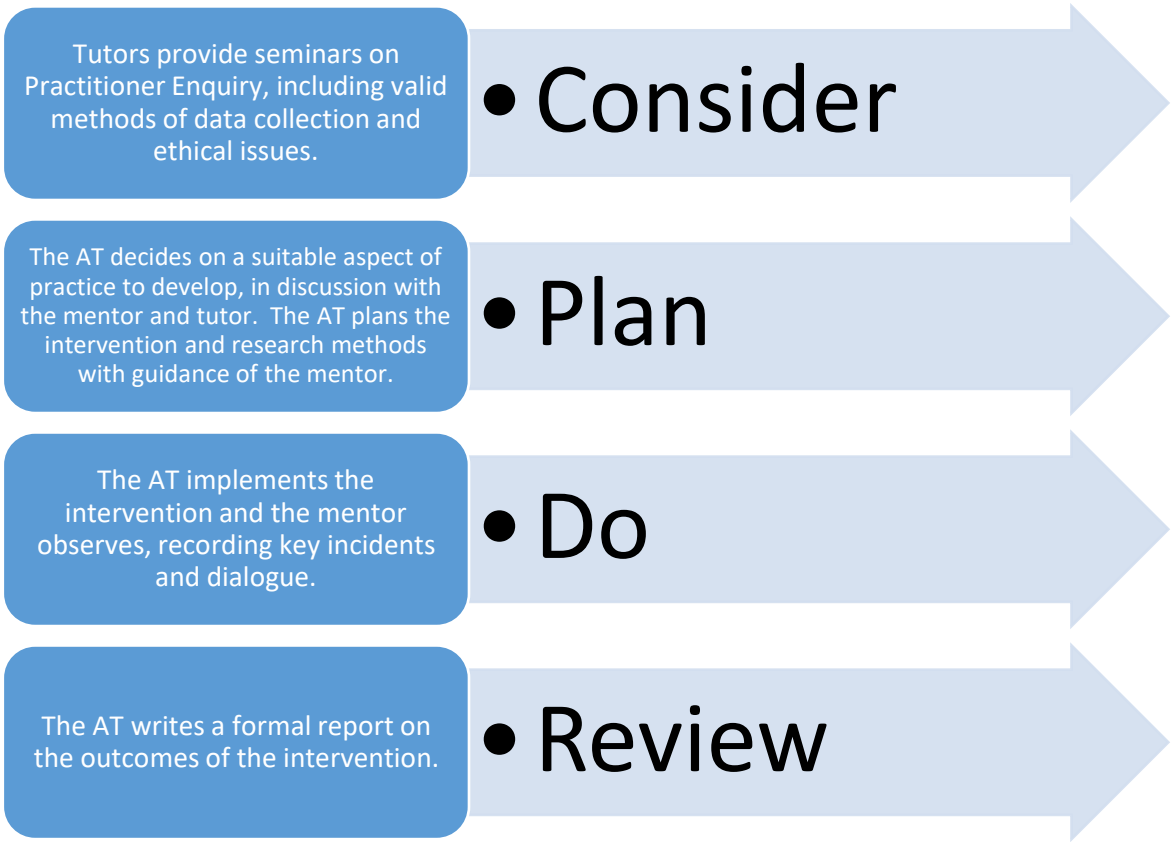
- Review the process with reference to practice i.e. teaching approach(es);
- Discuss impact this had upon the learners' learning and evaluate its effectiveness. Specific focus should be upon the three identified learners;
- Identify any changes in practice and belief(s)

This process should be encouraged outside of the formal assignment as good practice for effective mentoring and learning.

Professional Learning Mode: Practitioner Enquiry

Practitioner Enquiry involves teachers developing their own small-scale research projects within their own professional contexts in order to inform their practice and improve it. Engagement in the research process facilitates experimentation, critical evaluation and collaboration.

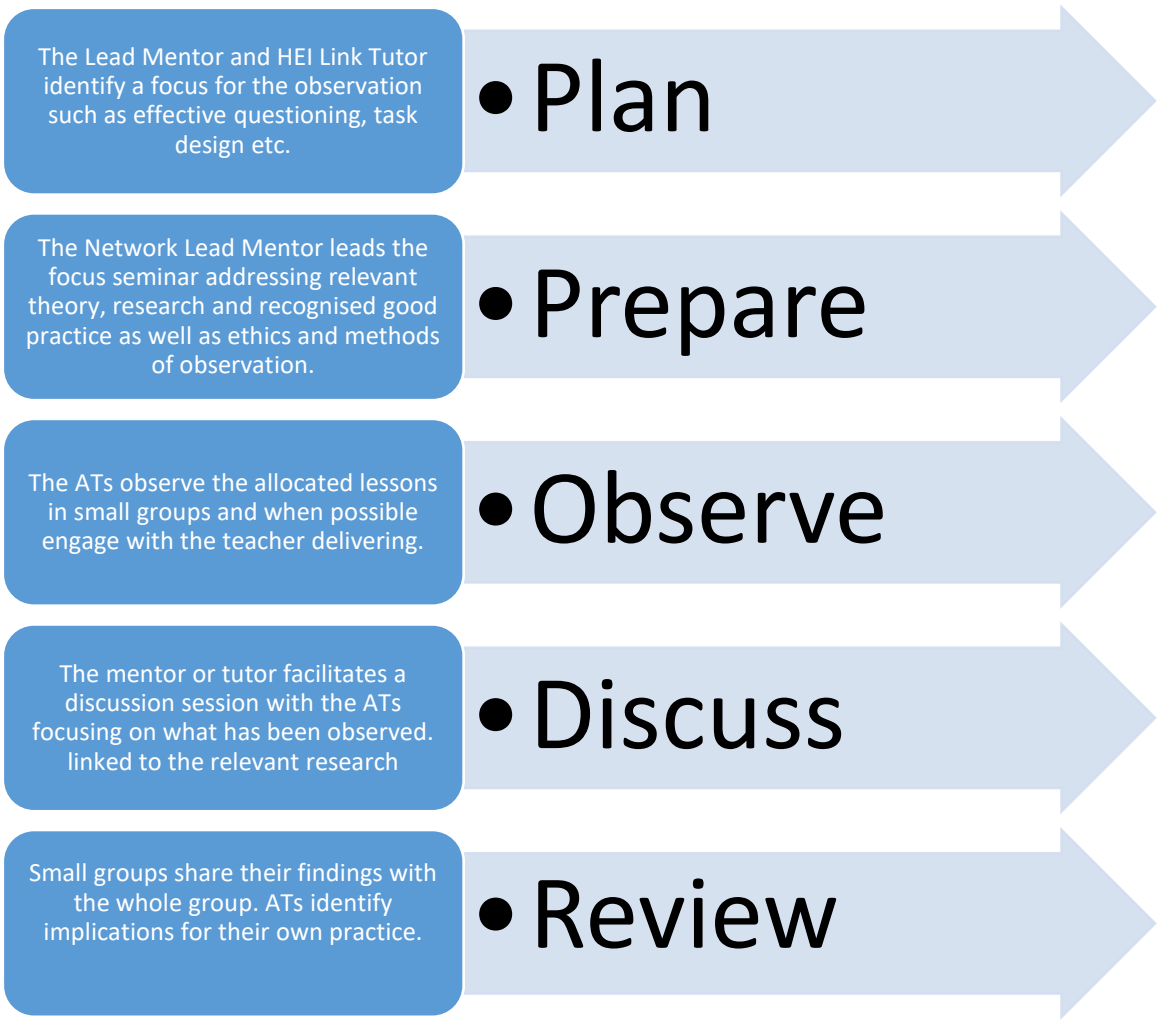
During the second extended school experience ATs will, with the support of their mentor and university tutor, design and conduct their own small- scale Practitioner Enquiry.



Principal/Network Lead Mentors

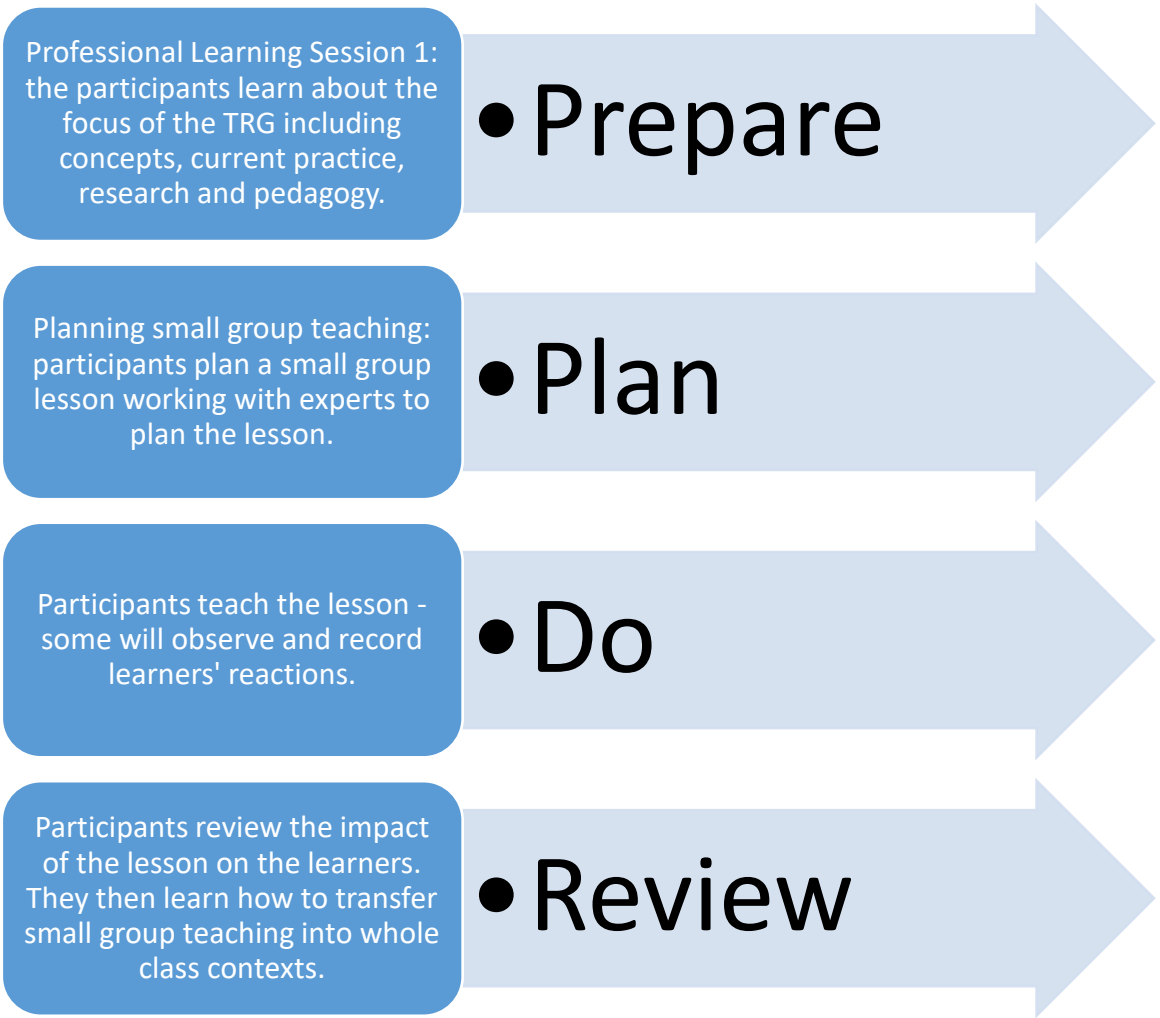
Professional Learning Mode: Learning Rounds

A 'Learning Rounds team' works collaboratively to dig deeply into professional practice. During a Learning Round, observers record detailed notes which collect data on such things as teaching/learning approaches, roles and engagement levels of learners, organisation of the classroom, environment etc.



Professional Learning Mode: Teacher Research Group

This mode of learning is more ambitious and is a mode that schools should aspire to as it consolidates the co-construction and collaborative approach to mentoring between schools and HEI. The process will be piloted in Lead or interested schools in the first year and developed in subsequent years. The process involves ATs, teachers and HEI representatives collaborating on improving a specific pedagogical element that is an agreed target area for development. A lesson is co-constructed and delivered to a small group of students and then the skills are transferred to whole class teaching.



Section B: Mentor Quality Assurance and Enhancement

Quality Assurance

Quality Assurance (QA) concerns the process of providing a co-ordinated and rigorous approach to: enhancing the quality, consistency, evaluation and parity of learning experiences; supporting students and colleagues; safeguarding academic standards and integrity across the breadth of provision. CaBan's Quality Assurance process is underpinned by an ethos and culture of:

- honesty, transparency and integrity
- shared ownership, responsibility and accountability
- highly valued and developmental process
- critical self-reflection and assessment
- continuous improvement aligned with consistency across the organisation
- CaBan as a 'learning organisation'
- fully integrated in the work and professional learning of ATs, mentors, tutors and leaders at all levels.

What do we Quality Assure?

The quality of the mentoring provision and its impact on the professional learning and performance of ATs at an individual, whole school, network and CaBan level.

Who is involved?

The CaBan Management Group is responsible for the quality assurance of all CaBan programmes. However, all stakeholders including ATs, Subject/Class Mentors, Principal and Network Lead Mentors, HEI Tutors, Directors of ITE, Directors of Partnership, and GwE representatives.

External Examiners and Verifiers have a role within the QA process to ensure the Partnership meets current EWC initial teacher education criteria and requirements. This will be achieved through the effective monitoring, review, (triangulated) evaluation and development of provision.

How do we Quality Assure?

The QA process will employ a range of triangulated strategies, including:

- the *Sheffield Hallam Quality Enhancement Tool*: to structure effective review and reflection on provision;
- *AT School-based Experience Evaluations:* allow ATs an opportunity to evaluate their experience of school-based learning through evaluations; questionnaires; focus group interviews;
- *Class/Subject Mentors and/or Principal Mentors School-based Experience Evaluations:* opportunity to evaluate their perceptions concerning school-based learning, against a set of agreed Skills;
- *University Link Tutor (ULT) School-based Experience Evaluations:* opportunity to evaluate their perceptions concerning school-based learning;
- *Partnership Surveys:* where school-based partners can provide feedback concerning their experiences of working in the Partnership;
- *QA Lead and External Verifier Visit Reports:* QA Leads and External Verifiers summarise feedback from schools in order to identify strengths across the partnership as well as areas for development;
- *Internal Moderation processes:* allow a collaborative approach between University, local Consortia and school colleagues to ensure consistency in assessment;
- *Exit Survey:* completing ATs feedback on their overall training experience and preparation for employment and a career in teaching;
- the effective application of policies and procedures across the CaBan partnership to achieve high quality outcomes for ATs;
- a commitment to offer high quality, effective provision, including the appointment of suitable and appropriately qualified staff (who offer expertise in subjects, phases, pedagogy and research);
- managing the Estyn initial teacher education inspection process across the partnership;
- administer internal and external moderation, through internal processes (in accordance with HEI regulations;) and the appointment of appropriate external examiners (see below);
- organise assessment and awards boards, in line with programme structure and HEI regulations.

Sources of Evidence:

- Reports (Pedagogy Assessment Forms, School Experience Reports)
- ATs' files and PLPs: planning/assessment/teaching – looking at progress
- AT progress
- Joint observation or video/audio recording of a learning conversation/feedback
- Mentor meetings: sharing of good practice and moderation of identified forms of evidence
- Assessment: moderation and standardisation of ATs' work etc.

Mentor QA/QE Timeline

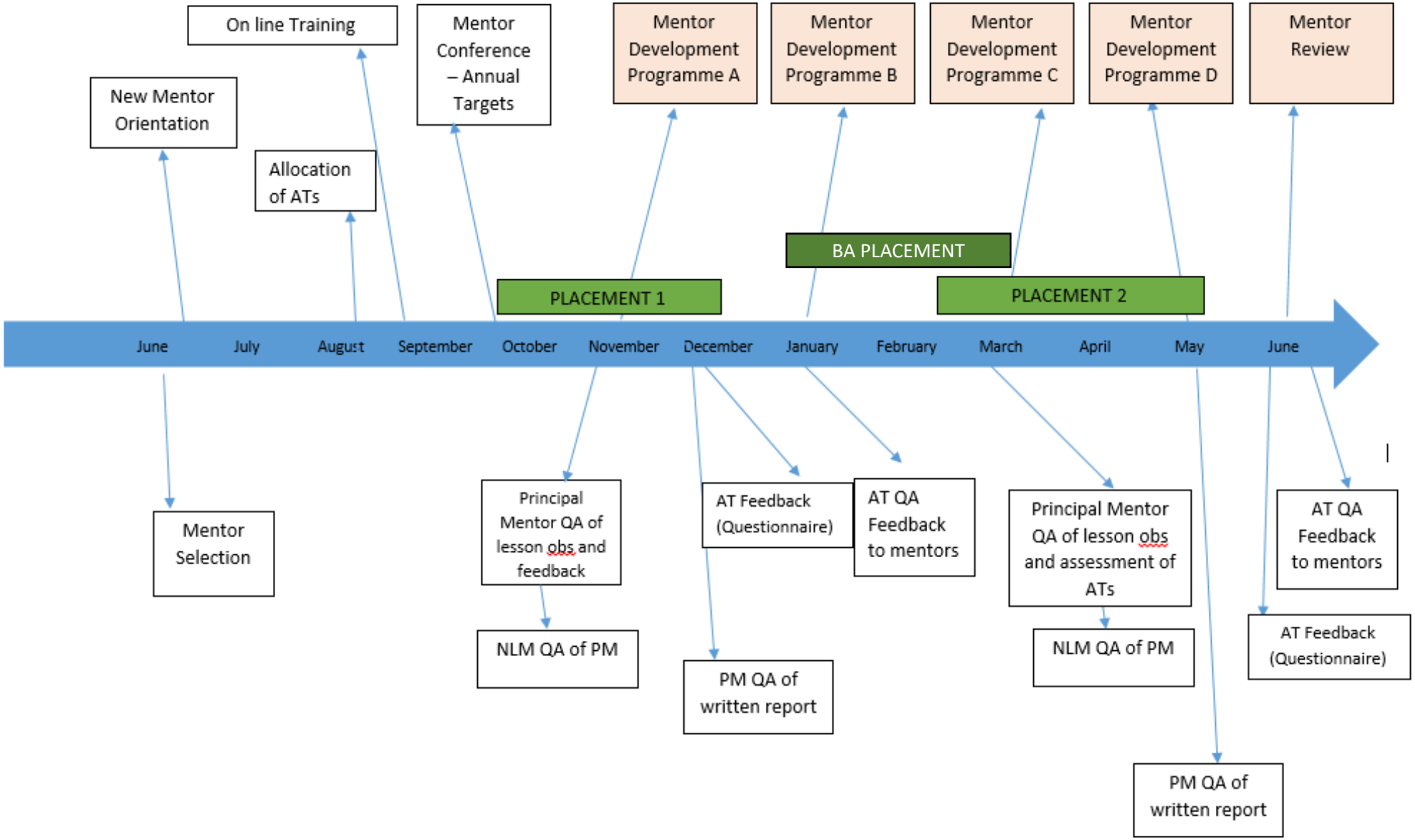
The Class / Subject Mentor's practice that is quality assured by the Principal Mentor includes:

- written and oral feedback given by the mentor
- the mentor's assessment of ATs' progress

The evidence collected from the QA programme will feed directly into the Mentor Development Programme across the networks.

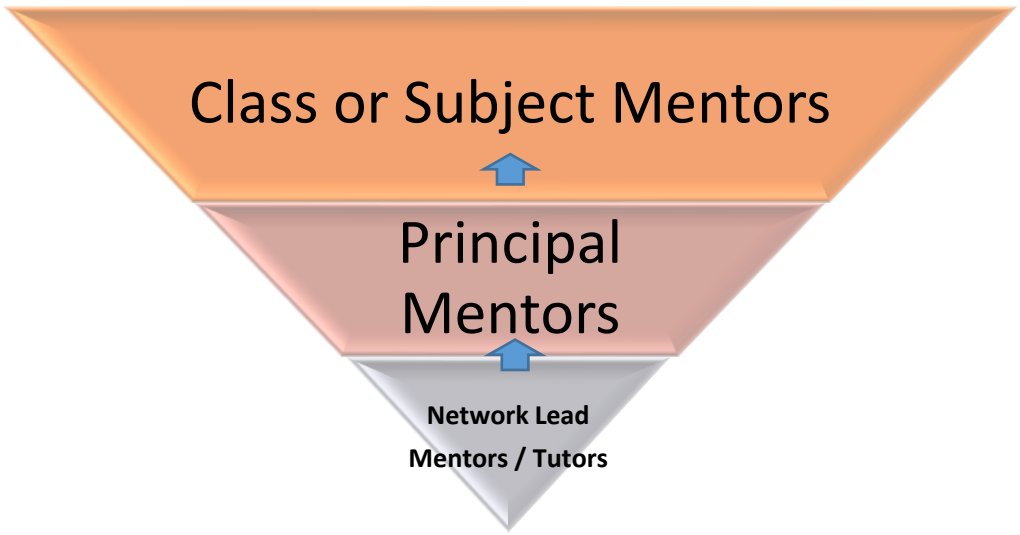
Date	**Process**	**Documents Used**
June – July	Mentor Selection New Mentor Training / Whole School Training	Mentor Selection Criteria (Appendix A)
September – December	Principal Mentor Observation QA* (lesson observation and quality of feedback) including file review Subject Tutor Joint QE Observation including file review Lead Mentor / Network Link Tutor QA of PMs (sampling) AT (Learner Voice) feedback review on quality of experience End of Practice Report	CaBan QA Form PAF CaBan QA Form AT questionnaire (section on mentoring) Report Proforma CaBan QA Form
Jan – July	Principal Mentor Observation QA* (accuracy of assessment) Subject Tutor Joint QE Observation Lead Mentor / Network Link Tutor QA of PMs (sampling) End of Practice Report Review of AT grading AT Feedback Review Mentor Review Meeting	CaBan QA Form PAF CaBan QA Form CaBan QA Form CaBan QA Form CaBan QA Form Mentor Evaluations AT questionnaires
September	Mentor Evaluations and Self-Evaluation against the Skills	Mentor Self Evaluation Form (Appendix D)

*Primary School Principal Mentors should use their discretion where there has been a change of Key Stage or a third placement in class. A more detailed version of this process is in Appendix B


On line Training
Mentor Conference – Annual Targets
Mentor Development Programme A
Mentor Development Programme B
Mentor Development Programme C
Mentor Development Programme D
Mentor Review
New Mentor Orientation
Allocation of ATs
BA PLACEMENT
PLACEMENT 1
PLACEMENT 2
June
July
August
September
October
November
December
January
February
March
April
May
June
Mentor Selection
Principal Mentor QA of lesson obs and feedback
AT Feedback (Questionnaire)
AT QA Feedback to mentors
Principal Mentor QA of lesson obs and assessment of ATs
AT QA Feedback to mentors
NLM QA of PM
PM QA of written report
NLM QA of PM
AT Feedback (Questionnaire)
PM QA of written report

Mentor Roles and Responsibilities within Quality Assurance

The Mentor Skills (Appendix D) are used by all partners when conducting Quality Assurance and Enhancement activities. All mentors can support the QA process by assessing themselves against the Skills to support QA in the following aspects:



Class/Subject Mentor: self-evaluation;

Principal Mentor: self-evaluation; evaluation of class or subject mentors;

University Link Tutor/Network Lead Mentor: self-evaluation; evaluation of Principal Mentors;

CaBan QA/QE Group: assessing Network Lead Mentor and Network Lead Tutor as joint responsibility

Principal Mentors (PM)

The PM effectively has responsibility for the ATs' overall progress and the quality of mentoring within their school:

- The PM supports the Subject or Class Mentor and undertakes joint observations twice during the year. These joint observations enable the PM to confirm that the appropriate level of support, guidance and training is being provided for the AT. The first joint observation will focus on feedback and the second joint observation will focus on assessment.
- Feedback from the QA process will be used to design the Mentor Development Programme.

Network Lead Mentor (NLM)

The **Network Lead Mentor (NLM)** is the person assigned to oversee provision across a network of schools and will work with the Link Network Tutor to: (i) monitor the entitlement and progress of ATs ; (ii) quality assure the provision across all network schools. The NLM will attend CaBan's QA and QE Committee. The NLMs will meet termly for quality assurance purposes with the Link Network Tutors (LNT) to ensure consistency across the Partnership in its approach to monitoring and assessment. In particular to:

- share good practice and identify any on-going mentoring needs for a group of schools, within the partnership;
- develop, promote, foster and recognise effective mentoring practice;
- attend termly meetings to strategically improve effective partnerships in schools;
- ensure assessment procedures of ATs against the Professional Standards for Teaching and Leadership and are rigorous and robust, supporting consistent and accurate judgements/moderation processes;
- work across a network / number of schools to moderate judgements with Principal Mentors / Subject Mentors / Class teacher mentors against the Professional Standards for Teaching and Leadership;
- monitor *'Enhanced Support'* procedures and attending Review meetings as appropriate.

The minutes and arising actions from these termly meetings will be reported to the Quality Assurance and Quality Enhancement Committee (QA&QE).

University Link Tutor (ULT)

The **University Link Tutor** is jointly responsible with the Network Lead Mentor for assuring the quality of the learning opportunities and the assessment of Associate Teachers (ATs) undertaken by the school / setting for a Network, subject or class.

The quality assurance of mentoring across a Network will:

- ensure AT assessment procedures are rigorous and robust, supporting consistent and accurate judgements;
- moderate judgements and provide a consistent approach across the network against the Professional Standards for Teaching and Leadership;
- contribute to developing, supporting, advising and working with mentor colleagues in schools;
- quality assure the feedback and target setting processes and offer support and guidance as required
- moderate formative and summative reports and judgements;
- provide a point of contact for mentor colleagues, to ensure that all requirements of school experience are met by schools / settings and ATs;
- report and liaise with relevant colleagues, to ensure information is received in a timely manner and can inform QA&QE reports/actions for networks / cohorts.

Section C: Mentor Documentation

In order to support the progress of the AT, CaBan has devised documentation related to planning and assessment:

- Lesson Plan Proforma
- Pedagogy Assessment Form (PAF)
- School Experience Report 1 & 2 (SER)
- AT Professional Journal

These documents will be uploaded to the Professional Learning Passport (PLP) and will be reviewed by the mentor, tutor, PM and NLM.

Copies and exemplars along with the PSTL Handbook will be provided online.

Glossary

AT	Associate Teacher
CLG	CaBan Leadership Group
CPLD	Continuing Professional Learning Development
DBS	Disclosure and Barring Service
EWC	Education Workforce Council
HEI	Higher Education Institution
ITE	Initial Teacher Education
LLM	Lead Language Mentor
NLM	Network Lead Mentor
NRL	Network Research Lead
PGCE	Postgraduate Certificate in Education
PL	Programme Leader
PM	Principal Mentor
QA	Quality Assurance
QA & E	Quality Assurance and Enhancement
QTS	Qualified Teacher Status
UB	University of Bangor
UC	University of Chester
UBT	University Based Tutor
ULT	University Link Tutor
VLE	Virtual Learning Environment

Appendices

Appendix A: CaBan Mentor Selection Process:

Mentor Selection Criteria

The Mentor should display traits of the CaBan Mentor Skills or be in a position to develop those skills:

- **Reflective Practitioner**: show evidence of being a reflective practitioner
- **Supporter**: show evidence of having supported other members of staff / learners
- **Teacher Educator**: have strong subject knowledge and engagement with subject pedagogy; have an understanding of the pedagogy of ITE
- **Role Model**: be a role model for others in terms of subject knowledge, subject pedagogy, professional values, beliefs and behaviours, continuous professional learning
- **Acculturator**: be able to induct and support mentees into the culture
- **Assessor**: be able to conduct positive formative and summative assessment of ATs; balance the role of assessing whilst supporting; be a critical friend
- **Collaborator**: show evidence of previously using the expertise of peers, mentors, teachers, professionals in a range of ways; to adapt this to support the development of the ATs
- **Advocator**: show evidence of being able to nurture the potential in staff and / or learners
- **Researcher**: show evidence in a small scale of being producers and consumers of research; having a critical understanding of effective evidence-based practice and of current educational developments in Wales
- **Leader**: showing leadership qualities at varying levels

The mentor should be given protected time to fulfil the role on a weekly basis.

Principal Mentor Selection Criteria

As above but having shown evidence of all the skills (not just the potential to develop them) and with a track record of effective mentoring or coaching. The Principal Mentor should have middle or senior leader status within a school (the role itself may lead to the status) and be given adequate protected time to fulfil the role.

Appendix B: CaBan Mentoring QA and Enhancement Framework

Mentoring Process	Action	Responsibility	Practitioner Research
Mentor Selection			
Class/Subject Mentor	Internal school process against agreed CaBan criteria	Principal Mentor and School Leadership	
Principal Mentor	Internal school process with HEI / Network Lead consultation against agreed CaBan criteria	Network Lead Mentor / University Link Tutor School Leadership	
Network Lead Mentor	Agreement across CaBan Leadership and Lead School Leadership (against agreed CaBan criteria for Network Lead Mentor)	School Leadership CaBan Leadership Group Approval	
Network University Link Tutor	Allocation of University Link Tutor to a Network	Executive Director SEG	
Mentor Education and Training	See Mentor Development Programme for fuller details		
Class/Subject Mentors	Network based development programmes around: • adult learning / the pedagogy of ITE • formative and summative assessment of ATs • skills and qualities of an effective mentor • from mentoring to coaching • wellbeing of ATs • addressing issues with ATs / facilitating dialogue around issues • informal learning of an AT / collaborative mentoring	Lead Mentors Principal Mentors	Mentor opportunity for collating evidence towards credited module Sharing via Mentor Bulletin CaBan conference contributions Opportunities for creating and publishing professional articles
Principal Mentors	• HEI and Network based development programme including:	Network Lead Mentors HEI Network Tutors	

	• modes of professional learning: action research / lesson study / guided observations • conducting Action Research • mentoring mentors		
Lead Mentors	HEI / Network / peer based development programme including: • QA processes and standardisation • mentoring supervision and development • leadership and management training	University Link Tutor Tutors and CaBan Leadership	
University Link Tutor Tutors	HEI based development programme including: • QA processes and standardisation • mentoring supervision and development • leadership and management training	CaBan Leadership	
Associate Teachers	HEI based training on how to mentor and be mentored followed up by Network reinforcement	University Link Tutor Tutors Network Lead Mentors	
Mentoring Activity and Role			
	• End of practice reports reviewed • Joint observations and assessment of AT: peer mentoring for standardisation • Observing feedback to AT • AT evaluations • AT progress	• PM / NLM / HEI • CM / SM / PM / NLM / University Link Tutor / CLG • CM / SM / PM / NLM / University Link Tutor • NLM / University Link Tutor Tutor/ CLG	

	• Mentor evaluations and self-assessment • Network standardisation meetings • Network Lead Mentor/ University Link Tutor Sampling • CaBan Leadership Sampling • PM / NLM QA monitoring reports submitted to Programme Leaders • External examiner review (HEI) • External verifiers' review (non HEI) • Estyn Inspection / Thematic Reviews • Mentor Development Programme Review and Evaluation	• CM / SM / PM / NLM / University Link Tutor • NLM / University Link Tutor • NLM • NLM / University Link Tutor • CLG • Programme Leaders / CLG • External examiners • External Verifiers • Estyn • Mentor Development Group	

Appendix C: CaBan Mentoring Skills

Principle	Foundation	Sustained Highly Effective Practice	PSTL	Sources of Evidence
Reflective Practitioner Reflection, Critical Thinking and Evaluation	Discuss objectives	Provide support to the AT to set objectives and targets that are challenging but achievable	Leadership: Leading colleagues, projects and programmes Collaboration: supporting and developing others Collaboration: enabling improvement Innovation: offering expertise	Mentor Meeting Mentor Meeting Notes Annotated lesson plans Audio / video recordings Written reports Annotated evaluations Mentor Review meetings
	Enable ATs to evaluate their strengths and areas for improvement	Hold open question sessions to develop the AT's ability to evaluate their strengths and areas that need improvement		
	Providing support to the AT to prioritise their targets and discuss how to reach them	Discuss together the targets set for the AT, encouraging them to think of ways to reach them, and offer them a variety of strategies for consideration		
	Joint planning for feedback sessions	Accommodate the needs of the AT in the feedback sessions to plan a beneficial agenda		
	Hold a discussion session on the AT's comments on the lesson	Give the AT an opportunity to discuss their observation log and the important elements of the lesson. Discuss the advantages of those strategies		
	Encourage the AT to discuss ideas, suggestions and any concerns regarding their development	In those discussions, encourage the AT to reflect critically on their performance and what is good, and areas for improvement. Encourage them to think of ways to meet targets and also any concerns that the AT may have.		
	The mentor to reflect on their role and their contribution to the process	Throughout the process the mentor to self-evaluate their work as a mentor	Professional Learning: continuing professional learning	
	Take note of AT's and other's comments to improve mentoring skills.	Via discussions with the AT and Principal Mentor / University Link Tutor / Network Lead Mentor, develop skills to develop effectiveness as a mentor.	Professional Learning: continuing professional learning Innovation: evaluating the impact of changes in practice	

Supporter Dynamic and holistic; positive, supporting and challenging; developmental and incremental professional learning process	Establish an initial relationship with the AT	Use a variety of communication skills to establish effective working relationships with the AT	Collaboration: supporting and developing others Collaboration: enabling improvement Innovation: offering expertise	Mentor Meetings Audio / video recordings AT evaluations
	Active listening	Encourage the AT to discuss their expectations of the mentoring process and maintain open and honest discussion		
	Give constructive, timely and honest feedback,	Provide specific feedback on targets and areas for improvement, avoiding overloading the AT. Prioritise together		
	Provide focused support after the AT has acted on advice	Provide feedback on how the AT performed on their targets and the evidence to support that view.		
Teacher educator Pedagogy of ITE, subject knowledge, subject pedagogy	Enable the AT to understand the purpose of the mentoring process	Hold an open discussion about the mentoring process allowing the AT to ask questions about the purpose of the process at the school	Collaboration: supporting and developing others Collaboration: enabling improvement Innovation: offering expertise Innovation: evaluating the impact of changes in practice	Mentor Meetings Mentor Development Programme Personal research
	Clarify the role and competence to become a mentor	Make it clear to the AT what the complex role of a teacher entails and also the responsibilities of the mentor.		
	Effective subject and subject pedagogy knowledge shared	Skilfully utilising subject and subject pedagogy knowledge to guide the AT		
	Understanding of effective ITE pedagogy	Actively seeks to develop own ITE pedagogy and practice		
	Is an innovative classroom practitioner	Is able to support the AT in the development of innovative practice		
	Monitor and evaluate the impact of actions, values, behaviour and attitude on professional development	Self-evaluation of mentoring skills, considering the impact of actions on the AT's development Self-evaluation of their mentoring skills for personal and professional development		

Role Model Subject knowledge, subject pedagogy, professional values, beliefs and behaviours, continuous professional learning	Share good practice to develop the AT	Deliver effective lessons for the AT to observe, and include strategies to use for improvement	Innovation: offering expertise Leadership: Leading colleagues, projects and programmes	Collaborative planning Own effective practice
	Planning lessons that demonstrate good practice for the AT to improve their performance	Take AT's targets into account when planning lessons for the AT to observe and encourage the AT to record an observation log effectively.		
	Choose teaching strategies appropriate to the level of the AT	When planning lessons for the AT to observe, choose teaching strategies that the AT can use to attain their targets		
	Identify elements for the AT to observe	Give the AT guidance on the important elements of the lesson and their impact on the learners		
Acculturator Inducting and supporting mentees into the culture	Welcoming the AT into the organisation and supporting integration	Guiding the AT in the wider culture and etiquette of teaching and encouraging active involvement within the professional community	Collaboration: working with in-school colleagues	Mentor Meetings
Assessor Positive formative and summative assessment of ATs; balancing the role; negating tensions	Record the AT's progress clearly with specific targets	Record standards and give comments to support that view on the weekly observation sheet. Set targets arising from comments	Leadership: exercising corporate responsibility Collaboration: enabling improvement	Reports Observation forms
	Offer advice and guidance to the AT on how to improve performance	Give the AT ideas on specific strategies to improve performance against the targets and standards		
	Joint assessment and moderation of grades	Joint observation with University Link Tutor Tutor and Principal / Lead Mentor, using PTSL to ensure the quality and moderation of grading.		
Collaborator Using the expertise of peers, mentors, teachers, professionals to support the development of the ATs	Involve other teachers in the progress of the AT	Engage with a wide range of professionals to support the progress of the AT	Collaboration: working with in-school colleagues Collaboration: enabling improvement	Action Plan

Advocator Nurturing potential and providing further opportunities	Welcoming the AT and introducing them to staff in the organisation	Providing opportunities for the AT to engage professionally with other staff and organisations	Collaboration: supporting and developing others	References Mentor Meetings
	Guide the AT to career opportunities	Actively support the AT in seeking and applying for posts and provide career management advice		
	Providing references for ATs as requested	Providing references that clearly identify the skills and experience that the AT has for specific posts and developing channels for informal references		
Researcher Producers and consumers of research; close to practice research; innovation and risk taking; critical understanding of effective evidence based practice and of current educational developments in Wales	Researching information about effective mentoring	Develop mentoring skills through research, attending training and developing Action Research skills	Professional Learning: wider reading and research findings Professional Learning: professional networks and communities	AT and Mentor Research Action Research Projects Mentor Development Programme
	Takes opportunities to keep up to date with subject research	Uses various platforms to research and read latest subject updates		
	Engages with action research	Actively engages in action research to innovate and shares findings with other colleagues		
	Provide support for the AT to take responsibility for developing their research skills to reaching their targets	Develop the AT's autonomy to research independently and apply findings		
Leader Showing leadership qualities at varying levels	CM / SM: support and lead the AT at class / subject level	Support and lead development for ATs in a wider community (e.g. Professional Studies)	Leadership: Leading colleagues, projects and programmes	AT and Mentor Support Programmes
	PM / LM: support and lead the mentors within the school	PM: quality assure and enhance the mentoring provision within the school		
	NLM: support and lead the mentors and Principal Mentors within the Network	NLM: quality assure and enhance the provision of Principal Mentors across the Network		

Appendix D: Mentor Development Programme

Type of Professional Learning	Date/Venue	Topic	Details	PSTL (Appendix 3 of ITE criteria)	CaBan Core Roles of Mentoring
HEI / Network Leads	Thursday Sept. 12th 12.30 lunch 1.00 – 4.30 GwE Offices	Lead Mentor – facilitating session	HEI based training to support Lead Mentors in the mentoring in schools including: • QA processes and standardisation • Using the standards and PLPs • Mentoring supervision and development • School based delivery days / Modes of Professional Learning	Leadership: leading colleagues, projects and programmes	Collaborator Role Model Leader
Network Peer Learning Event	Tuesday September 17th 1.30 – 4.30 Lead Schools	Lead / Principal Mentors – how to support Class/ Subject Mentors	Network based event to support Principal Mentors in the mentoring in schools including: • QA processes and standardisation • Mentoring supervision and development • Modes of Professional Learning	Leadership: leading colleagues, projects and programmes	Collaborator Role Model Leader
School Based Event	Between 18th September and October 1st Network Schools	Principal Mentors to disseminate information to Class / Subject Mentors	School based session to introduce Class / Subject Mentors to aspects of mentoring including: • QA processes and standardisation • Modes of Professional Learning	*Leadership: exercising corporate responsibility*	*Assessor* *Reflective practitioner*
Online support for all Mentors	*Must be completed prior to the HEI session (October 2nd)*	*Administrative Tasks and Reporting*	*The importance of organisation and systems for reporting on AT development*	*Leadership: exercising corporate responsibility*	*Assessor* *Reflective practitioner*
HEI Learning Event	First Half Term (October 2nd) TBC	Working with adult learners and learning to teach: the pedagogy of ITE	Systematic reviews of best practice presented to mentors to ensure that the whole system operates under the latest and best practice; developing a link between the theory and practice to mutually benefit tutors and mentors.	Professional Learning: wider reading and research findings	Teacher educator Researchers
		Modes of professional learning: conducting action research / lesson study / guided observations	HEI based session on research into the latest modes of learning; sharing good practice from pilot schemes. Skills of conducting effective and close to practice research	Professional Learning: professional networks and communities	Researcher Collaborator Teacher Educator Leader

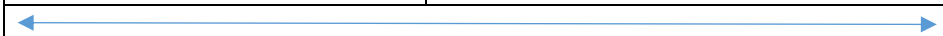
Network Learning Event A (supported by HEI)	Twilight 3.30 – 5.00 Wednesday November 6th Lead Schools	Formative and summative assessment of ATs including the use of the standards	Formative strategies for supporting ATs in their coverage of the standards; summative assessment of ATs to ensure consistency across the organisation (using the reviewing of a clip of ATs)	Collaboration: enabling improvement	Assessor Reflective Practitioner
Network Learning Event B	Twilight 3.30 – 5.00 Wednesday January 8th Lead Schools	Skills and qualities of an effective mentor	Listening Skills; Questioning Skills; Offering effective feedback: practical seminars on the development of core mentoring skills Mentor Self-evaluation	Professional Learning: continuing professional learning	Reflective Practitioner Teacher Educator Role Model / Relationships Acculturator / Advocator Leader
Network Learning Event C (with HEI support)	Twilight 3.30 – 5.00 Wednesday March 11th Lead Schools	Wellbeing of ATs	Supporting mentors to recognise and support ATs in their wellbeing and positive mental health; developing resilience; skills of being mentored	Collaboration: supporting and developing others	Researcher Relationships Reflective Practitioner
		Addressing issues with ATs / facilitating dialogue around issues Informal learning of an AT / collaborative mentoring	Practical session on dealing with difficult situations or ATs; looking at modes of learning for the AT and sharing good practice in collaborative mentoring or peer support; Action Learning Sets; Learner Voice (AT)	Collaboration: supporting and developing others	Relationships Reflective Practitioner Teacher Educator Collaborator Leader
Network Learning Event D	Twilight 3.30 – 5.00 Wednesday May 6th Lead Schools	From mentoring to coaching	Supporting mentors in incremental mentoring processing and developing into coaching	Professional Learning: continuing professional learning	Reflective Practitioner Teacher Educator Role Model Relationships Leader
HEI Learning Event	1.30 – 4.30 Thursday 18th June Bangor University	Course Review and Evaluation	Opportunity to review the year and set targets for next year	Collaboration: supporting and developing others	Relationships Reflective Practitioner Teacher Educator Collaborator Leader

Appendix E: Mentor Self-Evaluation Tool

Principle	Foundation	Sustained Highly Effective Practice
Reflective Practitioner Reflection, critical thinking and evaluation	Discuss objectives	Provide support to the AT to set objectives and targets that are challenging but achievable
	↔	
	Enable ATs to evaluate their strengths and areas for improvement	Hold open question sessions to develop the AT's ability to evaluate their strengths and areas that need improvement
	↔	
	Providing support to the AT to prioritise their targets and discuss how to reach them	Discuss together the targets set for the AT, encouraging them to think of ways to reach them, and offer them a variety of strategies for consideration
	↔	
	Joint planning for feedback sessions and hold a discussion session on the AT's comments on the lesson	Accommodate the needs of the AT in the feedback sessions to plan a beneficial agenda; give the AT an opportunity to discuss their observation log and the important elements of the lesson. Discuss the advantages of those strategies
	↔	
	Encourage the AT to discuss ideas, suggestions and any concerns regarding their development	In those discussions, encourage the AT to reflect critically on their performance and what is good, and areas for improvement. Encourage them to think of ways to meet targets and also any concerns that the AT may have.
	↔	
	The mentor to reflect on their role and their contribution to the process; take note of AT's and other's comments to improve mentoring skills.	Throughout the process the mentor to self-evaluate their work as a mentor; via discussions with the AT and Principal Mentor / University Link Tutor Tutor / Network Lead Mentor, develop skills to develop effectiveness as a mentor.
	↔	

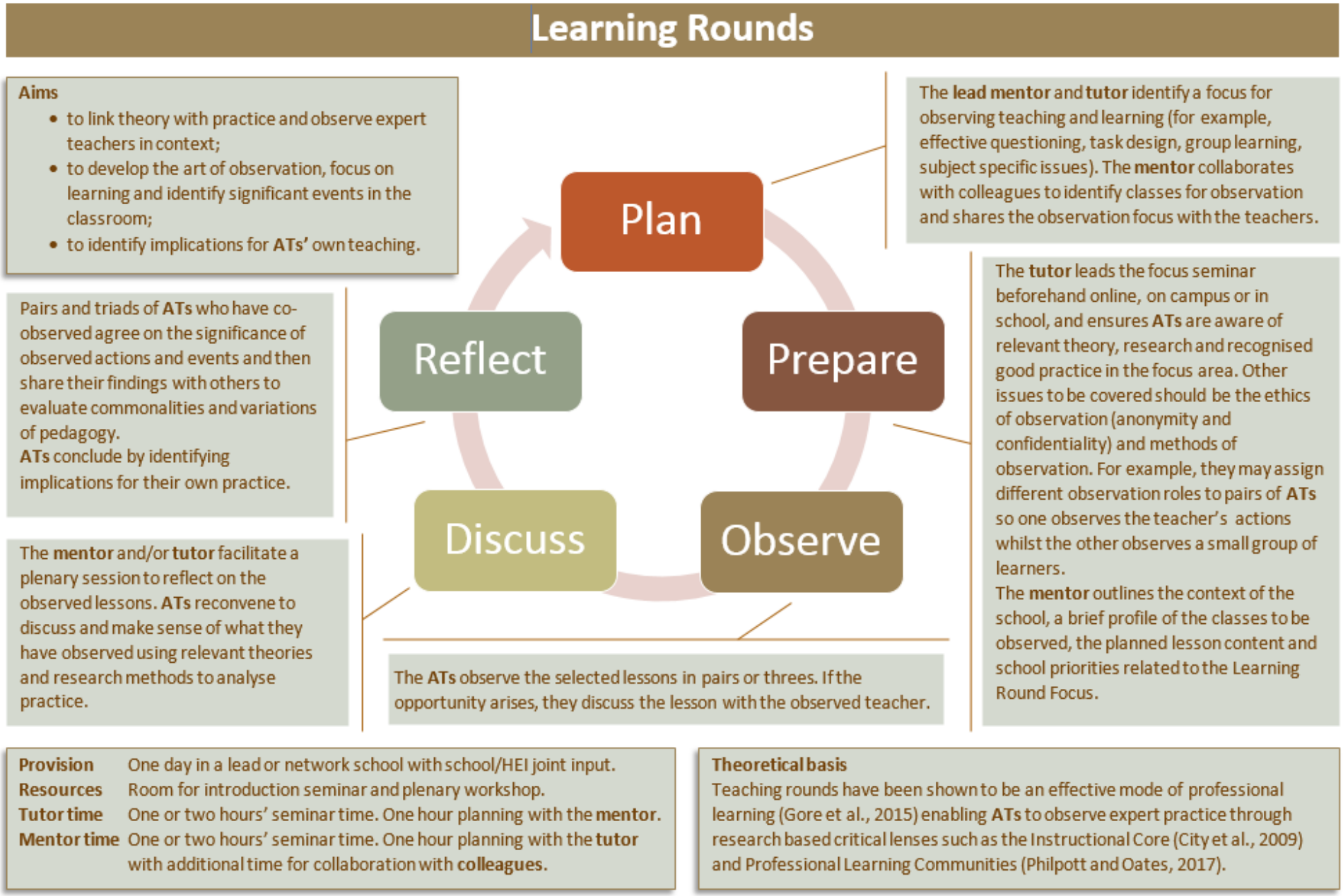
Supporter Dynamic and holistic; positive, supporting and challenging; developmental and incremental professional learning process	Establish an initial relationship with the AT	Use a variety of communication strategies to establish effective working relationships with the AT
	Active listening	Encourage the AT to discuss their expectations of the mentoring process and maintain open and honest discussion
	Give constructive, timely and honest feedback	Provide specific feedback on targets and areas for improvement, avoiding overloading the AT. Prioritise together
	Provide focused support after the AT has acted on advice	Provide feedback on how the AT performed on their targets and the evidence to support that view.
Teacher educator Pedagogy of ITE, subject knowledge, subject pedagogy.	Enable the AT to understand the purpose of the mentoring process; clarify the role of a mentor	Hold an open discussion about the mentoring process allowing the AT to ask questions about the purpose of the process at the school; make it clear to the AT what the complex role of a teacher entails and also the responsibilities of the mentor.
	Effective subject and subject pedagogy knowledge shared	Skilfully utilising subject and subject pedagogy knowledge to guide the AT
	Understanding of effective ITE pedagogy	Actively seeks to develop own ITE pedagogy and practice
	Is an innovative classroom practitioner	Is able to support the AT in the development of innovative practice
	Monitor and evaluate the impact of actions, values, behaviour and attitude on professional development	Self-evaluation of mentoring skills, considering the impact of actions on the AT's development Self-evaluation of their mentoring skills for personal and professional development

Role Model Subject knowledge, subject pedagogy, professional values, beliefs and behaviours, continuous professional learning.	Share good practice to develop the AT	Deliver effective lessons for the AT to observe, and include strategies to use for improvement
	Planning lessons that demonstrate good practice for the AT to improve their performance	Take AT's targets into account when planning lessons for the AT to observe and encourage the AT to record an observation log effectively.
	Choose teaching strategies appropriate to the level of the AT	When planning lessons for the AT to observe, choose teaching strategies that the AT can use to attain their targets
	Identify elements for the AT to observe	Give the AT guidance on the important elements of the lesson and their impact on the learners
Acculturator Inducting and supporting mentees into the culture.	Welcoming the AT into the organisation and supporting integration	Guiding the AT in the wider culture and etiquette of teaching and encouraging active involvement within the professional community
Assessor Positive, formative and summative assessment of ATs; balancing the role; negating tensions.	Record the AT's progress clearly with specific targets	Record standards and give comments to support that view on the weekly observation sheet. Set targets arising from comments
	Offer advice and guidance to the AT on how to improve performance	Give the AT ideas on specific strategies to improve performance against the targets and standards
	Joint assessment and moderation of grades	Joint observation with University Link Tutor Tutor and Principal / Lead Mentor, using PTSL to ensure the quality and moderation of grading.

Collaborator Using the expertise of peers, mentors, teachers, professionals to support the AT's development	Involve other teachers in the progress of the AT	Engage with a wide range of professionals to support the progress of the AT
Advocator Nurturing potential and providing further opportunities.	Welcoming the AT and introducing them to staff in the organisation	Providing opportunities for the AT to engage professionally with other staff and organisations
		
	Guide the AT to career opportunities	Actively support the AT in seeking and applying for posts and provide career management advice
	Providing references for ATs as requested	Providing references that clearly identify the skills and experience that the AT has for specific posts and developing channels for informal references
Researcher Producers and consumers of research; close to practice research; innovation and risk taking; critical understanding of effective evidence based practice and of current educational developments in Wales.	Researching information about effective mentoring	Develop mentoring skills through research, attending training and developing Action Research skills
	Takes opportunities to keep up to date with subject research	Uses various platforms to research and read latest subject updates
	Engages with action research	Actively engages in action research to innovate and shares findings with other colleagues
	Provide support for the AT to take responsibility for developing their research skills to reaching their targets	Develop the AT's autonomy to research independently and apply findings

Leader Showing leadership qualities at varying levels.	CM / SM: support and lead the AT at class / subject level	Support and lead development for ATs in a wider community (e.g. Professional Studies)
	PM / LM: support and lead the mentors within the school	PM: quality assure and enhance the mentoring provision within the school
	NLM: support and lead the mentors and Principal Mentors within the Network	NLM: quality assure and enhance the provision of Principal Mentors across the Network

Appendix G: Modes of Learning – more detailed resources

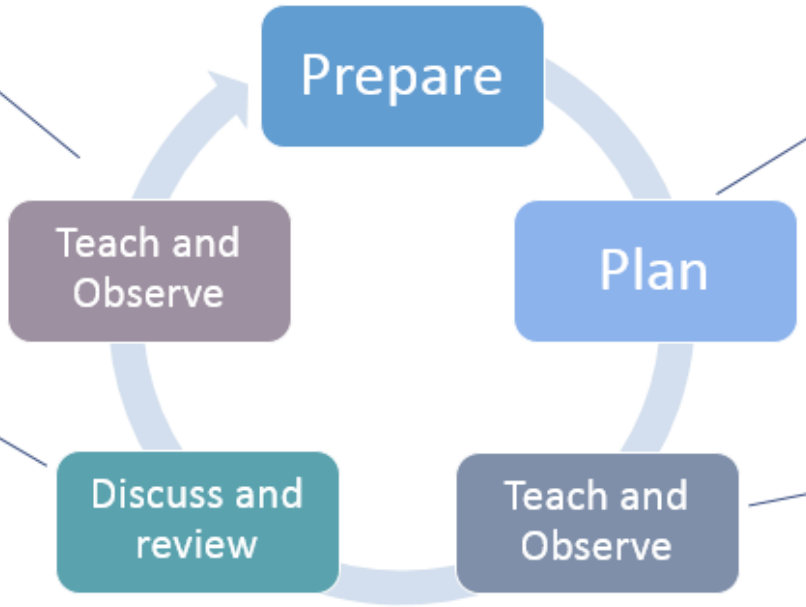


Lesson Study

Aims

- for ATs to co- plan with expert teachers in context;
- for mentors and ATs to observe and analyse learning ;
- to identify implications for subject related pedagogy.

HEI tutors initially train mentors and ATs in the use of the Learning Study cycle. They stress the need to focus on the observation of learning (not teaching strategies and behaviour) and emphasise mutual regard to avoid inducing anxiety in the ATs.



The mentor and AT identify a specific challenge their learners have with an aspect of learning.
Once the focus and the target learners are chosen, the mentor and AT plan the research lesson in detail, focusing on the intended learning outcomes of the whole class but with an added attention given to on three learners chosen to be closely observed.

The first lesson is taught by the **mentor**, the expert practitioner whilst the **AT** observes the learning of the three case learners. Detailed notes are taken by the AT and subsequent analysis of the research lesson is facilitated by a video recording

The revised lesson is taught by the **AT** to a different group (this may be problematic in some settings) and the learners are observed by the **mentor**. The lesson is then analysed and informs the next research cycle.

The **mentor** and **AT** evaluate the lesson using the **AT's** notes and the video. The discussion is centred on the learning; it is not intended that the mentor models good teaching strategies to be imitated by the AT. The original lesson is improved as a result of the analysis of the learning of the case students.

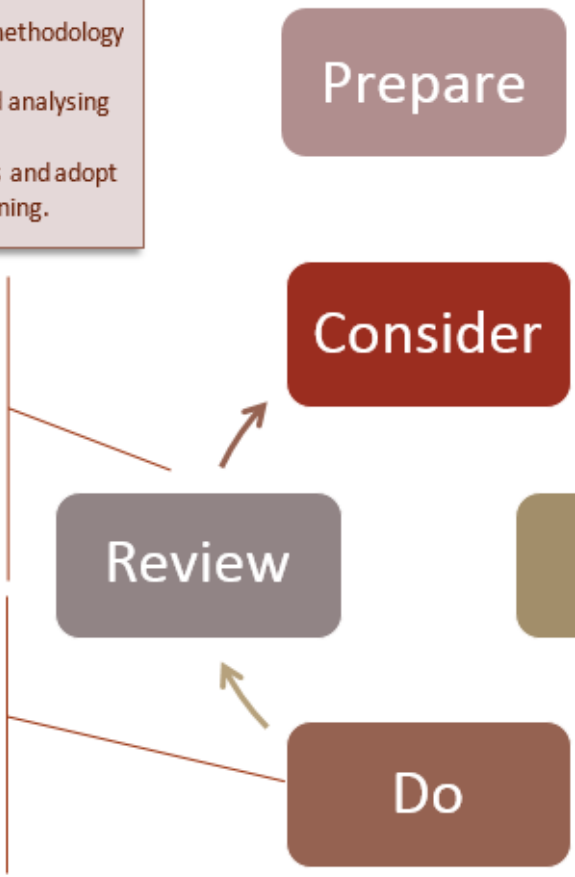
Provision	Initial mentor meeting with tutor input (note mentors will become autonomous overtime)
Tutor time	One hour meeting in school with mentor and AT
Mentor time	Initial meeting with subsequent observation and reviews held during mentor meetings.

Theoretical basis
Lesson Study (Lewis, 2000) has been shown to encourage and develop collaboration within Professional Learning Communities. Adaptation of the model to ITE suggests that Lesson Study is an effective tool for mentor development in addition to being successful in accelerating ATS' progress (Cajkler et al., 2013).

Action Research

Aims

- to understand Action Research as a methodology of professional inquiry;
- to develop rigour when collecting and analysing classroom based evidence;
- for **ATs** to become active researchers and adopt practices which promote lifelong learning.



Tutors provide seminars explaining the nature of action research to the whole programme cohort. They outline the small scale and cyclic nature of the inquiry and underline the focus on teaching and learning (not behaviour). They share valid methods of data collection and ensure **ATs** are aware of ethical issues in research.

With the support of the **mentor**, the **AT** identifies an aspect of practice they wish to develop in the classroom. Mentors ensure the proposed focus is practical and tutors provide guidance to relevant literature.
The **AT** refines their research focus so that it results in classroom action.

The **AT** plans the intervention with the target class in detail, providing theoretical justification for their actions and proposing how pupils' learning may improve as a result. They plan the research methods and the **mentor** ensures the intervention is valid and the methods ethical.
ATs present their proposal to their peers.

The **AT** implements the intervention over a number of lessons. This could a single cycle (e.g. an extended project) or multiple cycles (e.g. developing plenary questioning). The **mentor** adopts the role of observer and records the words, actions and written materials of learners.

The **AT** writes a formal report and reflects on the outcomes of the intervention. They design a poster to summarise their findings and present it at the CABAN conference.
They use their results and analysis to identify priorities for their own future professional learning.

Provision	Continuous within second extended school experience.
Resources	HEI room for seminar and space at CABAN conference.
Tutor time	Three hours' seminar time. Formative feedback and final assessment.
Mentor time	Continuous support within mentor meetings. An active role in the target lessons as an observer of learning.

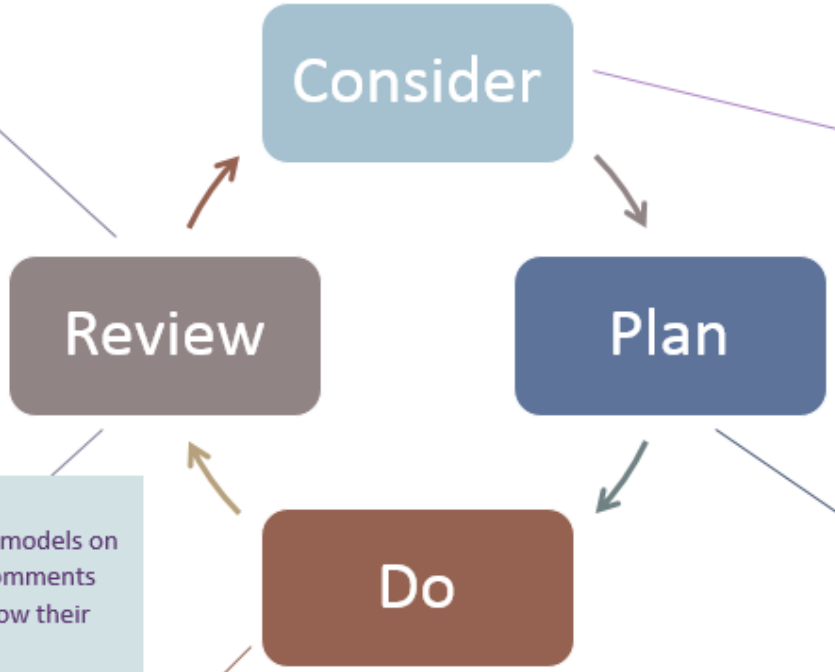
Theoretical basis
Action Research is small scale research which results in **change** carried out by professionals . Other defining characteristics include the cycle of **reflection** and **refinement** and the **dual role** of the teacher as both **practitioner** and **researcher** (Denscombe, 2007). The methodology therefore results in professional learning.

TEACHER RESEARCH GROUP

Aims
To translate theories of pedagogy to practice via small groups of learners. These sessions in turn transform the practices of teachers in their classroom.

Preparation
Teachers and tutors meet to agree the focus for the Teacher Research Group. Research that informs the learning models and current practice in this area is shared by the tutors.

Professional learning session 2
Participants learn how to transfer the outcomes of their small group teaching to whole class contexts. They reflect on the place of the learning models used in the TRG within their schools. They discuss potential barriers and opportunities for enhancing learning. They identify the significance of these models for their own professional knowledge and for their practice. Participants plan further reading and identify the significance of the outcomes of this TRG for their own practice.



Professional learning session 1
Participants learn about the focus for the TRG, the concepts, pedagogy, current practice and research that informs the learning. The session is interactive and models lesson activities and resources. Reading sources are shared.

Review of teaching and learning
Participants review the impact of the learning models on the pupils' learning. They discuss significant comments or photograph pupils' work. They reflect on how their choices seemed to influence the learning.

Planning small group teaching
Participants use the models learned in the first session to plan a small group lesson designed to help them to interpret the impact of the learning models on the learners' knowledge and understanding. They work with experts to plan the lesson.

Small group teaching
Participants teach the lesson. In some cases, one participant observes while the other teaches. All participants focus on noticing the impact of the learning models on the pupils' learning. They record significant comments and photograph pupils' work.

Theoretical basis
This version of a Teacher Research Group has been adapted for the ITE context. It is influenced by models of professional learning discussed by Cochran-Smith, Swan, Zeichner and Darling-Hammond.

Appendix H: Lesson Observation Process

PRE- LESSON OBSERVATION	LESSON OBSERVATION	POST-LESSON OBSERVATION
• Mentor reflects on key questions to use to guide the meeting with the AT • Identify and agree which lesson to observe (AT & Mentor). Ensure appropriate time between this meeting and observed lesson • Mentor & AT to establish or review AT targets and identify a focus for the observation • Establish when the report will be presented to AT and when the next meeting is to be held to review the lesson • Mentor to have reviewed lesson plan and resources for the observed lesson to discuss or, assist AT in planning and preparing for the lesson • AT to share context of the lesson and of the learners • Establish where the Mentor will sit and what he/she will be doing during the lesson; i.e. circulating/asking questions to individual or group of learners • Establish what happens at the end of the lesson	• Mentor reflects and plans key areas of focus of AT knowledge (refer to the Knowledge Quartet) • Mentor re-caps on notes from pre-lesson meeting and documentation (lesson plan & resources) • Arrive at an appropriate time (before the lesson starts) • Mentor to ensure the observation focuses on the agreed focus/targets • Ensure the observation focuses on the AT and on the learners' learning • At the end of the lesson Mentor to conduct a short de-brief, confirm when the observation form will be provided and the date/time of the next meeting • Ensure AT prepares for the post-lesson meeting by reflecting upon the lesson so that he/she contributes to the post lesson meeting and professional dialogue • Mentor to leave in a positive and professional manner	• Mentor to prepare questions to guide the meeting (see the 'Knowledge Quartet' and Ebbutt's model in the Professional Journal) • Dialogue between Mentor and AT guided by the focus of the lesson observation and AT's targets • Meet in a quiet and private area • Ensure the meeting will not be disturbed • Keep to the time allocated • AT to lead the discussion where possible to share their reflections and ensure they contribute fully • Use various documentation and evidence during the meeting (lesson plan, resources, examples of learners work etc) to exemplify, initiate reflection and action

PRE- LESSON OBSERVATION	LESSON OBSERVATION AND POST-LESSON OBSERVATION
During this meeting the Mentor will discuss the AT's: • subject knowledge; • their knowledge of the curriculum; • their beliefs about the nature of the subject; • their beliefs about teaching and learning; • their knowledge of the pupils; Below are questions which could be used to facilitate a dialogue between the Mentor and AT in this stage: • What teacher and learner activities (demonstrations, practical work, instructional materials and assessment) are you planning to use to facilitate the pupils' learning? • Why are you considering choosing these methods? • What have pupils learnt previously? • What helps pupils to learn? • In your experience, how do these pupils learn best?	During and after the observation when the Mentor is analysing and evaluating the lesson observed with and without the AT, the questions below could be used. It is important to remember that not all these questions are to be used during and after a lesson. The Mentor is to use his/her professional judgement to decide which questions are most appropriate, dependent upon the situation and the AT's stage of development: • What teacher and learner activities (demonstrations, practical work, instructional materials and assessment) did you/AT use to facilitate the pupils' learning? • Why did you/AT choose these methods? • Was it clear to pupils what they were supposed to be doing, why and what they would be learning? • How did you/AT support the pupils to understand concepts? • What helped the pupils to learn? (When did the pupils learn the most during the lesson?) • How did you/AT make connections between activities during the lesson? • How did the you/AT make connections with prior and future learning? • How did the you/AT ensure a logical sequence of activities? • How did you/AT link the learning objectives and the activities? • How did the you/AT link to the curriculum? • How did the you/AT respond to students' ideas? • Were there instances of unplanned events occurring e.g. a pupil asking an unexpected question, lack of resources or something 'going wrong'? How did you/AT respond/cope?